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Editor :
SUTINDER SINGH

NEHRU'S CONCEPT OF EDUCATION

Man Mohan Lal*

Nehru was never a teacher, nor was education his chief concern. He viewed education with a parent's eye. The education of his daughter, Indira, remained one of the important preoccupations during the Thirties. At times he availed himself of the opportunities of addressing students and inculcating in them an awareness which was needed for the awakening of a nation. His views on education are limited only to these two situations. However Nehru's hypothesis of education is important and worth studying as it affected the Indian academia before and after the Independence. As a builder of modern India Nehru was the most sensitive and receptive mind who did not leave any relevant aspect of Indian milieu untouched in his works and letters. Although there is, in his views, undoubtedly an evident imprint of western pedagogical movements and innovations, his concern for Indian education was original and genuine. We do not find any confusion or immaturity in his conception. Sometimes he appears prophetic in his visions. Perhaps this quality makes his educational conception further more valuable. This is true that he could not get his dreams fulfilled in his lifetime; now the question is—how far have we been successful in realizing his dreams in the field of education ? There can't be any political answer to this question, nor should we bury our heads in sand to evade it. Hence a greater need to analyse his views on education.

What Nehru Meant by Education

According to Nehru : "Right education must be an all round development of the human being, a harmonising of our internal conflicts and a capacity to co-operate with others"[1] Nehru attached great importance to the practical aspect of education. He hated such scholars as lived a cloistered life. Education to him was a means to an end and that too the social and national end : "All round us we see people who have had brilliant academical careers and yet who are somehow unable to fit in anywhere. Partly the fault is theirs, but certainly there is something seriously lacking in such a one-sided education."[2] Examination oriented education was never favoured by Nehru. Real education is not bound up with examination. He attached more and more importance to real education, and by that he did not mean examinations and the like. In his opinion a proper intellectual training is essential to do any job efficiently; but far more important is the background of this training—the habits, ideals, ideas, objectives, the internal harmony, the capacity for co-operation, the strength to be true to what one considers to be right, the absence of fear. Real education, according to Nehru, aims at, "internal freedom and fearlessness." Time and again he reiterated that education divorced from life can never be of any use. "After all education is meant to fit you for life, that is to say, not only in your narrow spheres but you will have later on to understand the big problems of life."[3]

The Second World War stormed the quiet waters of Nehru's thoughts so much so that he developed a sort of cynicism that appears to envelop all his writings during the war years. He could not be free

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from the panic of total extinction of the civilization and the world : "Indeed, it may already be too late to prevent that disaster, and the war that is raging in Europe may yet shatter the edifice of modern civilization. We shall not escape this tragedy, and even if we survive this general collapse our own problems threaten to overwhelm us, unless we see aright and act aright."[4] In such an atmosphere of pessimism Nehru did not change his opinion that education should be dedicated to the cause of society. Although society consists of individuals and without individual advancement there can be no social progress, yet "even that care of the individual must today be considered in terms of the mass of the people or else the enlightened individual will be submerged in the unenlightened mass"[5].

Values in Education

Of late a lot of fuss has been made about value-oriented education. However, only a vague idea is conveyed through this phrase. It is interesting to note that Nehru was fairly free from doubts as to the values education aimed at. There is not a great difference between his and Gandhi's conception. Both insist on the individual virtues to be inculcated, however the former gives no less importance to the social aspect. He hates an education system that reduces a human being to a bookworm or an island by himself. The greatest value one can expect from academic training is the feeling of cooperation and equality. Nehru did not like the idea of keeping his daughter in a separate building at Shantiniketan "apart from the 'common herd' and requiring all manner of special attention." His advice to his daughter can be further generalised :

> "This seems to me to savour of vulgarity and snobbery. . . No this kind of thing will never do. Wherever we go we must keep on a level with our surroundings and not imagine that we are better or superior. It is better not to go a place than to go as a superior person. If you ever desire to work among village folk or for factory workers, how do you think you would live with them or visit them ? As a society lady with a scented handkerchief to keep off the bad smells, occasionally patronising them or doling out charity to them"[6]?

Nehru always warned us against inaction and indolence. *'Aram haram hai'* was his ever-echoing watchword. In his opinion, the greatest feat of education would be to make people shrug their lethargy off and work ceaselessly for the welfare of society. Dignity of labour was considered by him much greater than high intellectual pursuits. There remained always a sort of wistfulness in his heart to see Indians up and doing. He set his own example to preach the gospel of work. No wonder he imbibed all ethics from contemporary literature and philosophy that inspired action and incessant work. His ideal was not the individualistic philosophy of Samuel Smiles; rather he seems to share with Kropotkin whose *A Word to Youngmen* shook the aristocratic ambitions of the contemporary educated youth. Nehru's educational ideals were meant for his daughter as well as all the youngmen of India :

> "I think I have told you that it has long been my desire that a part of your education and every boy's and girl's education should consist of real honest work in a factory or in the fields. Unfortunately this connot be arranged in India under present conditions but this idea of mine will give you some notion of what I think of education. If you want to work in a factory, do you think you could do so as a superior person living apart and in a much better way than the others ? The idea is absurd. The very object of going there is to learn from the sufferings, discomforts and misery which surround and wrap up the great majority of people; to see the drama of real; to become akin to a small extent at least with the masses; to understand their viewpoint; and get to know how to work so as to raise them and get them out of their misery. This cannot be done by people who live in cotton wool but by those who can face the sun and the air and hard living"[7].

Education and Nationalism

Nehru's nationalism was free from all bigotry and narrowmindedness. He had evolved so healthy an outlook that it was impossible for him to confine his interests to his own nation. Humanity, love and justice were the values he was all for. However, he was like any other nationalist against the British rule in India. He could never condescend to the unjust laws and administration of the British. His love for India was deeply romantic and emotional. At the same time he was seriously concerned about the well-being of the nation. And to this cause he was fully dedicated. All sufferings and troubles he sustained for this very cause. Naturally his ideal of education is closely associated with nationalism. Nationalistic education, he thought, must come from the national genius.

"...I do not mean the teaching of aggressive and blind nationalism. But I do feel that a person who cuts himself off from the cultural genius of the country he lives in, creates a barrier which makes it difficult for him to function there effectively. Even the breaker of old customs must approach his job as an insider, not an outsider"[8].

To Nehru devotion to learning was meaningless the absence of devotion to the nation. The mmediate and recognisable unit of society is nation nd therefore nation and society are synonymous :

"What I wanted to tell you was that we are all members of a huge living thing called society, which consists of all manner of men and women and children. We cannot ignore this and go our way doing just what we please. This would be as if one of our legs decided to walk away regardless of the rest of the body ! So we have to fit in our work so as to help society in functioning. Being Indians we shall have to work in India"[9].

Though the first job of a student is to train imself for future, his indifference to politics is ndesirable. 'The pressure of political circumstnces' and 'the stranglehold of economic conditions' eny the opportunity of education to vast masses of eople. A national awareness, as such, was necessry in order to create a favourable atmosphere for roper education.

"Our educational system, inspite of the ideals which it may profess, is itself an outcome of and a part of this environment. It seeks sustenance from it and, consciously or unconsciously, supports it. Yet if there is anything clear in the world today, it is this : that this environment is the cause of most of our troubles, and to leave it as it is, is to head straight for disaster"[10].

But it does not mean only politicians are the uilders of India's destiny. The academia including tudents and teachers also have an important rather eminal, role to play in the reconstruction of the ation. Politicians and statesmen may strive for olitical and economic changes but they can't play ne part of foundation layers. 'The real basis' of at society must be laid in the teaching of our chools and colleges[11].

hoice of Career and Courses

Abstract aims tend to make education pointless the immediate needs of life. The so-called practical minded men remain indifferent to the ethical aspect; for them education is only a lucrative investment. Nehru warns us against such a limited application of intellectual and vocational training. He never thought in terms of financial returns. He hated the idea of minting money through abilities obtained from education. In his age the profession of a lawyer was very profitable. It was as coveted a career in those times as medicine and engineering are today :

"But this is just a way to earn money although in our present world some money has to be earned. What is far more important is to do something that is worthwhile and that does good to the larger society we live in."[12]

Any such profession as aims at exploiting others can never be good for the society. It does not create any thing or add to the good things of the world. A lawyer for example, "merely takes a part of other people's belongings." Nehru was strongly in favour of scientific pursuits and technical training. "I am", he says, "rather partial to science as the modern world is based on science".[13] It was Nehru's long cherished vision that he wanted the youth of India to become scientists, engineers, doctors and educated agriculturists. India's future, he believed, lay in these educated youth :

"We may be scientists for science today is at the back of everything; or we may be engineers or those who apply science to man's everyday needs; or doctors who apply science to lessen human suffering and root out diseases by hygiene and sanitation and other preventive measures; or teachers and educationists training all ages from babies up to grown men and women; or upto-date modern farmers on the land increasing the yield of the land by new scientific devices and thus adding to the wealth of the country and so on".[14]

Art and culture, though not so important as science and technology are very essential for the general refinement of a people's attitudes and ways of life. Nehru never undermined the value of art. In his opinion art and culture are very necessary to make a complete man or a woman. They give us a grace of life and broaden our viewspan. However too much concentration on the artistic side does not let us keep up with the fast progressing world. We cannot go on living and reliving our past. Nehru's progressive thoughts, though deeply influenced by the industrial

World of the west, were not very different from those of Gandhiji. The latter believed in small scale technology with a special weight on individual effort, while Nehru insisted on socialistic pattern of industrialism. This is the reason that Nehru put art and culture in the second place :

> "...art and general culture without anything else are apt to make us rather helpless persons in the present day world. To understand it we have to posses technical knowledge, for the modern world is based on science and technical appliances. No person can call himself educated today unless he or she knows something of science and economics and technology."[15]

Like any modern educationist, Nehru did not believe in imposing ideals on the student. He has to decide for himself what his life-philosophy should be. Persons should not forcibly mould their children after their own fashion and impress them with their own ideas. According to Nehru each individual stands out by himself or herself as 'a new experiment' which life is working out. When we force the student, we check his growth. Once his daughter expressed her wish to become a teacher Nehru did not object to it, rather he threw light on the relevant aspects of the job of teaching; at the same time he did not leave other careers unsuggested and the choice was left open to her.

Education for Women

Nehru's views on women's education are reflected specially in his letters to his daughter. He was directly related to this problem. Though he never imposed his ideas on her, he expressed frankly what he thought of and meant by education for women. He disliked the education which prepared a girl to play a part in the drawing room and nowhere else. Women had an equal role to play in the making of the nation. He saw women on a par with men in every walk of life :

> "Personally, if I had the chance I would like to have my daughter work in a factory for a year, just as any other worker, as a part of her education."[16]

Nehru seems to be much influenced by the *unpopular* thoughts of Bertrand Rusell. He always accepted all what was logical and progressive. While Nehru was fighting for the freedom of India, Russell and Shaw were disseminating the ideas that shook up the roots of the Victorian moral of male superiority. Though Carlyle and Ruskin had already raised their voice against the secondary position of women in society, Russell was bolder to argue in logical terms. He was surprised to see even the most advanced scientists propagate baseless and false proofs in favour of man's superiority over women : "Each of the arguments in turn was proved to be fallacious.... For my part, I see no evidence of this."[17]

Classroom Teaching

Again like Bertrand Russell Nehru did not see any sense in compulsory classroom instruction. Russell regards it unnecessary and time wasting :

> "In the newer universities in this country there is a regrettable tendency to insist upon attendance at innumerable lectures. The arguments in favour of individual work, which are allowed to be strong in the case of infants in a Montessori school, are very much stronger in the case of young people of twenty, particularly when, as we are assuming they are keen and exceptionally able. When I was an undergraduate, my feeling and that of most of my friends, was that lectures were a pure waste of time. No doubt we exaggerated, but not much."[18]

Perhaps Nehru shares the views of Bertrand Russell completely. In a university, students are not expected to remain depending too much on their professors. They must learn to pursue higher studies only with a slight hint from their teaehers. Nehru was well acquainted with the western style of higher education. He wanted his daughter to follow all those valuable habits of education that were prevalent in England. He saw the nexus of teacher and taught as the healthy relationship of two friends. A professor is supposed to help his pupil pursue higher studies without imposing his aweful authority :

> "Usually when one goes from school to college, the actual classtime is reduced and more work has to be done by the student by herself. As one goes up in the university more and more work has to be done privately with just an occasional tip from the professor."[19]

His daughter's education at Santhiniketan was Nehru's tentative experiment. He was in favour of informal education. Pursuit of knowledge and culture under the able and benign guidance of Gurudev was a fantastic idea. However casually he went on

ving instructions to his daughter as to the ways and ethods of study. He warned her against too much portance of classroom study :

"Classes are really far less important than *this* personal guidance from good professsors. Indeed at Cambridge we attached little importance to the university lectures; for more helpful is the help given by college tutors, as they are called. This really applies to every subject - literature, politics economics."[20]

owards Secular Education

Nehru was deeply secular in his thoughts. He as worried about growing fanaticism and commual lunacy specially among students. Education to im was free from any race or community. Institutons run by religious sects were not so dangerous the damogogues who wanted to make them centres f communal hatred and violence. He had, no doubt special penchant for variety and was pleased to see ifferent cultures and philosophies thrive in the rtile soil of India but he could never stoop to the ommunal narrowmindedness, nor was he ever fraid of pointing out the evil :

"Education is meant to free the spirit of man and not to imprison it in set frames. I do not like this university being called the Muslim University just as I do not like the Banaras University to be called the Hindu University. That does not mean that university should not specialise in particular cultural subjects and studies, I think it is right that this university should lay special stress on certain aspect of islamic thought and culture".[21]

These views of Nehru on education, though scattered and casual, bear out atleast one thing that he was no less important an educational thinker. His importance as an educationist further gets strengthened as he was a successful man of action. Being the most popular leader of the Indian people he expressed the representative views on education cherished by the whole nation.

NOTES AND REFERENCES

(1) *Selected Works of Jawaharlal Nehru* : Orient Longman Ltd., Vol. 6, p. 354.
(2) *Ibid.*
(3) *Ibid* , Vol. 7, p. 337.
(4) *Ibid*, Vol. 10, p. 599.
(5) *Ibid.*, pp. 598-9.
(6) *Ibid.*, Vol. 6, p. 256.
(7) *Ibid.*, p. 257.
(8) *Ibid* , p. 270.
(9) *Ibid.*, Vol. 6, p. 497.
(10) *Ibid.*, Vol. 10, p. 599.
(11) *Ibid* , p. 600.
(12) *Ibid.*, Vol. 6, p. 496.
(13) *Ibid.*, p. 258.
(14) *Ibid.*, p. 497.
(15) *Ibid.*, p. 263.
(16) *Ibid.*, p. 249.
(17) *Unpopular Essays*, London, George Allen & Unwin Ltd., p. 158.
(18) *On Education*, London, George Allen & Unwin Ltd.
(19) *Selected Works of Jawaharlal Nehru :* Orient Longman Ltd., Vol. 6, p. 264.
(20) *Ibid.*, p. 321.
(21) 'A Common Cultural Inheritance - Convocation Address at the Aligarh Muslim University, 24th January, 1948 : *SWOJN* Second Series, Vol. 5, p. 27.

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EVALUATING EVALUATORS

Gautam Banerjee*

Prof. Banerjee has critically analysed the objective type questions in Pre-University English Paper I and II of an Indian University. It makes an instructive study of the critical and controversial points in the said paper. He has urged the paper setters to analyse the syllabus to determine teaching objectives and then set such questions as go to measure one or more objectives. Name of the university has been withheld in deference to the wishes of the author.

Preamble

Testing is unquestionably valuable. It not only provides feedback on students performance both to the instructors and students but it also helps the teacher to identify the areas in which students need further instruction. But the value of a test depends upon the quality of items and it is therefore our bounden duty to safeguard examination.

Evaluating evaluators is a very touchy point. However, if the ultimate aim of evaluation is to assist children in 'effective learning' and is to have an impact in terms of programme modification then this must be done.

Evaluators in this paper are only 'paper setters' of a particular university (name of the university is not required) of a certain standard with their set of 'objective type' of questions (English I & II papers). Though it is not possible in this short treatment to discuss in detail all the loopholes and the controversial issues of the above mentioned papers, but a close look will positively reveal some of them which will hopefully help the future question setters to do their job in a better way.

Post Mortem (General)

English Ist Paper. Time allotted 30 minutes. Full marks-20. No. of questions offered 31 (thirty one) out of which 20 are to be answered. The whole question paper is divided into two sections (Prose & Poetry).

Prose. Question No. 1. Fill in the blanks with missing words (seven items are given) any five are to be answered. Question No. 2. Answer any three : (four items are given). Q. No. 3. Answer any two (Cross (X) the wrong word). Four items are given.

Head, Department of English, Govt. College, Serchhip, P.O. Serchhip, Dist. Aizwal-796181 (Mizoram).

Poetry. Question No. 1. Fill in the blanks with missing word/words : Any five : (seven items are given). Q. No. 2. Name the poems from which the following lines have been quoted. Any three (five items are given). Q. No. 3. Answer any two of the following (four items are given).

English IInd Paper. Time allotted 30 minutes. Full marks 20. No of questions offered 12 (twelve), Out of which ten questions are to be answered. This paper is also divided into two sections (Rapid Reader & Grammer).

Rapid Reader : Answer any five (seven items are given) 10 marks.

Grammar : Correct the following (Five are to be answered) 10 marks.

FINDINGS

(I) It is very much debatable that an objective type test for 20 marks requires 30 minutes time because generally it is found that time allowance of one minute per question is excessive unless the questions are particularly long and complex or include multiple response or multiple facet type.

(II) Number of questions require special attention because objective type of test not only can cover the maximum portion of syllabus but also it is important to remember that theoretical reliability of the examination increases with the number of questions. A smaller number of questions thus breathes a 'freak' result due to successful guessing.

(III) The purpose of the question setter is not clear when all questions are not made compulsory. The normal practice is to make all questions compulsory because it is expected that all students should answer questions of the same difficulty and on the same syllabus section.

(IV) Awarding two (2) marks each for all uestions draws special attention (II Paper). It is acceptable fact that in an objective type of ques-n no credit should be given for a partly correct nswer or a nearly correct answer and thus the mptation to award double marks for any question also faulty. Differential weightings for questions use complications in the scoring and determination f results without giving any clear advantage in alidity or reliability of the test.

ost Mortem (Particular)

Here it is proposed to take some of the examples nd analyse them.

English Paper I (Prose) :

Question No. 1. Fill in the blanks with missing word/words.

Example No. (i) : During the few minutes of conversation before the generals arrival, Nehru had left us in no doubt about his....

Example No. (ii) : It is surely the essence of a pilgrimage that vain imaginations are controlled by the . . . . of our object.

Example No. (iii) : Almost everyone believes that the . . . . is round, and the . . . . are nearly empty, instead of solid.

FINDINGS :

(a) All the items under question No. 1 (including these examples) are directly taken out of the text without any modification or change. The students are therefore expected to answer the textual words, 'militancy'; 'greatness'; 'earth' and 'heavens'. For which they are required to remember 82 pages line by line i.e., approximately 2500 lines or 25000 words to find out the missing word/words.

(b) It is noticed that first two examples have only one gap to be filled up whereas the third example has two gaps to be filled up which is again controversial because in the instructions students are asked to fill up the blanks any five and not six. But the person who is interested to attempt this item has to fill up six gaps instead of five.

(c) Presumably the question setter allotted $\frac{1}{2}$ marks for each of the gaps in example no (iii) which is a very unhealthy idea. Besides this the original line in the text does not have the verb 'are' in the second sentence.

(d) All these items clearly indicate the names of the text from which they are taken. In fact according to the rules of the game there should not be any clue given to the students. Mere words like Nehru, pilgrimage, round, empty or solid say that they are from 'Nehru—some memories', 'The Idea of a Pilgrimage,' and 'The Scientific point of view' prescribed in their course.

(e) How many ' . ' dots or dashes '—' should be there for missing word/words ? This must be three and only three in number (even for a missing sentence) which is not followed in this question.

Question No. 2. Answer any three : 3 marks.

Example No. (i) who is Cecilia Jupe ?

Example No. (ii) Who said the following ?

'Perhaps in an hour I will see him. Now I must convince him and then I will kill him.'

Example No. (ii). Who said : 'I am a Christian and a Hindu and a Muslim and Jew' ?

FINDINGS

(a) Instruction is very much insufficient. Students are not informed about the length of answer.

(b) Examiners must not cease to be astonished to get atleast half a dozen of correct moderate answers in the case of example No. (i) & (ii). Probable ones are Cecilia Jupe is a girl, a student, a character in the essay 'Mr. Gradgrind and His School' OR 'The Girl No. Twenty'. In the case of example No. (ii), the answer may be the old man, Mr. Santiago, the hero of the novel 'Old man and the sea' OR Mr. Ernest Hemingway. Whereas according to the text the example No. (iii) reads 'I am a Christian and a Hindu and a Muslim and a Jew' The article 'a' is missing in the question. Moreover, mark of interrogation ' ? ' is wrongly put.

Question No. 3. Answer any two (Cross (X) the wrong word).

Example No. (i) Mr. Gradgrind had no use for (fact / / imagination).

Example No. (ii) The central evil of the modern world, Gandhi felt, was (intolerance / / fanaticism / / materialism).

FINDINGS

(a) Instruction (stem ?) is given in negative form and is not emphasised.

(b) Example No. (i) is a wrong question because the correct answer is Mr. Gradgrind had no use for imagination but according to the instruction if students cross (x) the wrong word i.e. 'imagination' then the answer will be Mr. Gradgrind had no use for fact, which is absolutely a wrong answer.

(c) Chance of guessing is 50% which is not desirable.

(d) Example No (ii) poses a different problem. According to the instruction students have to cross (x) the wrong 'word' and not wrong 'words'

Poetry Section

Question No. 1. Fill in the banks with the missing word/words. (any five).

Example No. (i) And I am black, but oh, my soul is.....

Example No. (ii) My.....years are all hasting away.

Example No. (iii) And live alone in the. . . . . glade.

FINDINGS

(a) Students are expected to memorise all peoms prescribed in their course.

(b) Students are not allowed to exercise their brains and synonyms are not wanted.

(c) Example No (i) clearly denotes the answer 'White' when the Example No (ii) & (iii) are 'fugitive and 'bee-loud' pose a tremendous problem because of its high level of difficulty.

Question No 2. Name the poems from which the following lines have been quoted (any three)

Example No (i). I see a lily on the brow
With anguish moist and fever dew.

Example No (ii) I corrupted his confidence
and his Sunlike happiness.

FINDINGS

(a) The only problem with this type of question is when students are going to write the answer 'La Belle Dame Sans Merci' and 'How strangely This Sun' there is enough room for mis-spelling and for which will they be penalised ?

Question No 3. Answer any two of the following:

Example No. (i) What food and drinks did the lady 'find for the' knight at-arms' ?

Example No. (ii) What are the two lines repeated in the poem The Brook ?

Example No (iii) How many years have passed since the poet first took a view of his favourite field ?

FINDINGS

(a) Two questions are mixed up here in example no (i) Answers are 'Roots of relish sweet'; 'honey wild and manna dew'.

(b) For one mark both the items (i & ii) are difficult in terms of marking. If a partly correct answer is not accepted then such type of questions are dangerous.

(c) The answer of example no. (iii) may be 12 years, twelve years or just 12 ; as there is no proper instruction.

English Paper II

Question No. 1. Answer any five (No answer should exceed two sentences) 10 marks.

Example No (i) What was the peculiarity of Dr. Jekyll's will ?

Example No. (ii) Who was Dr. Jekyll's lawyer ?

Example No (iii) Why was there no trace of Henry Jekyll, dead or alive, where his lawyer and servant broke open the door ?

FINDINGS

(a) Three questions require different length of answers.

(b) Is example no (iii) a combination of two different questions ? or should it be 'when' in stead of 'Where' (in the second half of the item)

(c) Marking is difficult.

Question No 2. Correct the following sentences (Marks allotted 10. Item offered 5).

Example No (i) It is a slip of pen.

Example No. (ii) Dont' make noise here.

Example No (iii) Are you in the committee ?

FINDINGS

(a) Level of difficulty is very low.

(b) Awarding two marks each is not logical.

Note

(1) Both the question papers cannot be termed as 'OBJECTIVE TYPE' in the true sense of the term.

(2) Items are very poor which judge only insignificant knowledge. Sometimes it is trivial, irrelevant or obvious.

(3) Items are not edited.

(4) Time allocation, number of questions, optional questions, negative stem, unclear stem, marks allocation, insufficient instruction, etc. clearly prove that question setter is not trained.

(6) Instructional objectives (if there are any) are questionable.

(5) Questions merely require repeating information directly from the text.

Suggestions

(1) Question setter should be trained properly. Writing objective type items is an art which requires a knowledge of the principles, much practice and feedback from others. (Association of Indian Universities (AIU) is running a three level correspondence course in Evaluation Methodology and Examination. This course is of great help to the paper setters).

(2) Every question should be vetted. Any questions meant for an examination should be first tried out in a test or even a pretest.

(3) All questiones should be edited atleast by one person, who is not only familiar with the subject matter or course but also knows the techniques of writing items.

It is much more desirable if item writers work in a group or team (may be four or five people together or one writer can prepare a set of questions and place before his colleagues for comment. Conducting an editing meeting and a checklist for editing individual items can immensely improve them.

(4) 'Course Content' and 'behaviour' must be defined. The best known system of item classification can be found in Bloom's 'The Taxonomy of Educational Objectives'. The Taxonomy provides for classification of educational goals and test items in the cognitive areas under six major categories.

(5) Every question paper should, therefore, be appropriately balanced. Questions on different syllabus topics and questions testing the different abilities of recall, comprehension and application must be there. Trivial, irrelevant or obvious questions must be avoided.

Conclusion

The real purpose of the examination is to see how far teaching objectives have been realised. The work of the paper setter is, therefore, to get the ball rolling and take up the entire educational system. By analysing the syllabus he may determine the teaching objectives which the different parts of the course may involve. By setting questions, each of which goes to measure one or more objectives, he may be of immense help to the teachers, the students, the examiners and the future framers of the syllabus. He should also assess how far a test item functions in the expected way. In the light of such findings he may improve the question paper and recommend measures for improvement of the syllabus. □

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CALENDAR OF EVENTS

Proposed Dates of the Event	Title	Objective	Name of the Organising Department	Name of the Organising Secretary/Officer to be Contacted
Oct. 13-15, 1989	National Symposium on Environmental Management Strategies for Pathogenesis in Parasitic Diseases	To discuss economic significance of parasitic diseases in fish, biological control of pathogens and environmental interactions, disease prediction hypothesis & management of transmission dynamics	Department of Zoology, University of Allahabad, Allahabad.	Dr. Sandeep K. Malhotra Convenor, Post-Box No. 2010, Parasitology Laboratory Department of Zoology University of Allahabad Allahabad.
Oct. 16-18, 1989	Fourth Annual National Convention of Indian Association of Physics Teachers (IAPT)	To discuss Physics Teaching at the Undergraduate level	Govt. Science College, Raipur (M P)	Shri M.G. Tarnekar, Convener C/o Department of Physics, Govt. Science College, Raipur-492010.
Oct 20-22, 1989	National Symposium on Dynamism in Chemical Reaction	Proposed topics include Energetics, Dynamics and Reaction Kinetics; Catalysis; and Chemical Monitoring of Environment Pollutants	Atarra Postgraduate College, Atarra, Banda (U.P.)	Dr. R.K Shukla Head, Department of Chemistry. Atarra P.G. College Atarra, Banda (U.P.) 210201
Oct. 27-28, 1989	All India Seminar on Construction Management.	Proposed topics include construction, materials, construction techniques, Work site organisation, Safety Engg. and Role of Computer in Construction Management.	Civil Engineering Department, Thapar Institute of Engineering & Technology, Patiala.	Dr. C.B. Kukreja, Prof. & Coordinator, All India Seminar on Construction Management, Deptt. of Civil Engineering, Thapar Instt. of Engg. & Tech., Patiala-147001 (Punjab).
Dec. 4-7, 1989	International Conference of Engineering Software	To deliberate on the recent advances in the software development and associated computational methods for specific engineering applications.	Indian Institute of Technology, Delhi.	Prof. C.V. Ramakrishnan, Head, Deptt. of App. Mech. IIT. Delhi, Hauz Khas, New Delhi-110016.
Dec. 13-15, 1989	13th National Systems Conference—1989	To bring out the various systems methodologies as applied to Engineering, Industrial Economics, and social problems.	Department of Electrical Engineering, IIT, Kharagpur.	Prof. M.K. Ghosh, Department of Electrical Engineering, Indian Institute of Technology-721302
Jan. 15-21, 1990	Short Term Course on Processing and Characterisation of Rubber and Rubber like materials.	To highlight recent advances in processing Rubber and Rubber like materials, their characterisation and that of their composites.	Rubber Technology Centre, IIT, Kharagpur	Dr. Golok B. Nando Rubber Technology, Centre, IIT, Kharagpur-721302

Leadership and Management of Human Resource

Discussing the role of leadership in human resource development, Padam Bhushan (Col) S.P. Wahi, Chairman, Oil and Natural Gas Commission and Standing Conference of Public Enterprises observed, "Creativity and innovation are essential to achieve corporate excellence and growth. A problem-solving attitude and openness to change are vital for nurturing innovation and creativity. Human mind is like a parachute. It is useful only when it is open. You must be open to suggestions of your people. People must be encouraged to come out with new ideas, with new and different ways of doing things. Appropriate systems and mechanism have to be devised to motivate people. Rewards and recognition for innovative and creative people have a cascading effect. No idea is too small or trivial. Just like plants, ideas need to be nursed and it is for the leadership to provide the environment." Dr. Wahi was delivering the Convocation Address at the Annual Convocation of the Institute of Technology, Banaras Hindu Universty. Excerpts

Convocation

The country has made rapid economic development since independence. A strong industrial base, a vast reservoir of scientific and technical talent and an infrastructure capable of taking the country to the 21st Century with confidence have been established. The Core Sectors of the economy such as, Oil, Steel, Coal, Power and Cement have contributed significantly towards National Growth. In the Oil Sector in which I am presently involved, the growth has been phenomenal particularly, in the last few years. From a production of 0.25 MMT at the time of independence, this year the production will be around 32 MMT. The reserves which have been established would enable a production of over 45 MMT in the year 1994-95.

In spite of the phenomenal growth in almost all sectors of economy, the battle with unemployment, population growth and poverty continues. The first and foremost **objective** for us is to increase the industrial and economic growth at a faster pace for achieving the minimum level of subsistence and improving the quality of life. The country has vast untapped Natural Resources. The whole world is looking at India as the future market. We must take stock of these strengths and future challenges, through analysis of our weaknesses, opportunities and threats. To meet the objective of rapid economic growth, we need capital, technology and supportive industrial environment with government, trade and industry working towards the same goal. The Foreign Exchange resources will have to be created, through major thrust on exports, for meeting the needs of capital and technology.

Unfortunately, our economy continues to be high cost. Most of our products are not competitive in International market, on price, quality and delivery considerations. The quality and productivity improvement will have to be the main thrust areas to achieve economic self-reliance.

This is not an impossible task, as excellent results have been obtained in spite of constraints in some core sectors such as Oil. Oil is the only commodity in the country for which the administered price is less than the International price. When the international crude price was 35$-a-barrel, indigenous price was 10$-a-barrel which continues to be so since July, 1981. The increase in profits of ONGC is due to increase in productivity, volume of production and deliberate cost control measures. This has been possible because of emphasis on long term planning, identification and management of changes, modernisation, technology upgradation, R & D, information technology, logistics, management of Human Resources and Environment. This covers three distinct aspects of Management to which I will refer again a little later. Oil Sector has been able to export its technology. Its performance indicators compare well with the best in the world. All this has been achieved by our scientists, engineers, technicians and supporting staff. Similar results can be achieved in

other sectors of the economy. You will have the challenging task to make it possible.

Every economic activity would call for three aspects of Management. The first is the Managerial Aspect which covers Planning, Technology, Finance, Material, Layouts, etc., where even an outside consultant can help. The Second is the Leadership aspect which covers the Management of Human Resource where no outside Consultant can help. This I shall cover in some detail. The third aspect is the Management of Environment i.e. Politicians Bureaucrats, local Pressure Groups, etc. Management of Environment also calls for high Leadership qualities.

The quality of Machines, Technology, Systems and Procedures are no doubt important. But what is even more important is the quality of the Man behind the Machine, his motivation and morale. As Leaders, you will have to manage the Human Resources effectively so that they move willingly together to achieve common goals. As Leaders, you will have to be a little above your people in every aspect. This would call for a very high standard of technical competence. Do not be carried away by what you have learnt here. There is a knowledge explosion around us. You will have to keep yourself updated. There has to be continuous education and training. Anyone who ceases to prove, ceases to be good. Do not be afraid to 'dirty' your hands by working with your people. Nothing motivates better than the feeling that the Leader does not consider any job to be too small for him. This will also enable you to understand the problems of your charge.

As a Leader, you will have to set personal example in conduct, behaviour and time-management. You cannot have double standards. People are sensitive. You have to know them well both on and off work situations. Their values have to be understood to ensure their motivation and high morale.

You will have to set very high standards of performance. People always rise to the occasion. You will have to create culture of excellence, culture of aggressiveness to achieve results, and a participative culture based on mutual trust and confidence.

Treat everyone as gentleman till he proves otherwise. Be fair, friendly and firm, so that people can have faith in you to share their problems, aspirations and ideas. You, as a Leader, have to have broad shoulders to accept mistakes made in good faith by your juniors. This will motivate your people to take calculated risks to achieve excellence in performance.

In any human system, conflicts will arise due to jealousies, ego, and other Human Relation Problems which if not identified and resolved in time, can cause serious adverse impact on work. The Leader has to identify conflicts and resolve them.

Creativity and Innovation are essential to achieve corporate excellence and growth. A problem-solving attitude and openness to change are vital for nurturing innovation and creativity. Human mind is like a parachute. It is useful only when it is open. You must be open to suggestions of your people. People must be encouraged to come out with new ideas, with new and different ways of doing things. Appropriate system and mchanism have to be devised to motivate people. Rewards and recognition for innovative and creative people have a cascading effect. No idea is too small or trivial. Just like plants, ideas need to be nursed and it is for the Leadership to provide the environment.

To create an Espirit-do-corps and team work, you as a Leader, will have to take part in sports and cultural activities with your people. This will also enable you to keep your body and mind fit. You will soon take charge of onerous responsibilities and, I am sure, all of you will be able to provide the desired Leadership. India has to take quantum jumps and you have to make it happen.

I would like to mention in brief a few other challenges which you will have to face effectively. As the 20th Century draws to a close, Energy remains a global concern. The emphasis has to be on achieving higher levels of Economic Growth with lesser Consumption of Energy. Our per capita consumption of Energy is one of the lowest in the world and requirement will increase with economic and population growth. Management of Energy demand through Conservation and Efficient use will have to be a National Priority.

Every development activity has adverse impact on Environment and Ecology unless deliberate efforts are made to preserve it. We have inherited the environment and must leave it better for the coming generations.

Finally, I would say that the greatest joy in life is to have a worthwhile challenge and an opportunity to do something about it. □

Visibility of Women in Statistics

The S.N.D.T. Women's University, in collaboration with United Nations Institute, National Research and Training for the Advancement of Women and Government of India, Department of Women and Child Development organised a National Workshop on 'Visibility of Women in Statistics & Indicators : Changing Perspectives'. The issues discussed at workshop were : Definitions and concepts of paid and unpaid work, house work, employment and unemployment, terminology and vocabulary of women's participation in the labour force surveys, national and international sample survey of households, the time allocation budget, system of national accounts, industrial classification system and quantification of the activities of the informal sector.

Inaugurating the workshop, Dr. Abid Hussain, Member, Planning Commission of India, said that it was not only in the statistics that women remained invisible, but also the whole concept of work did not capture women's valuable contribution to the national economy. Hence, we need to have new vision that includes 3Cs—i.e. Cooking, Cleaning and Caring done by women incorporated into Statistics and Indicators.

Prof. Kamalini Bhansali, Vice-Chancellor of the University, who presided over the inaugural session, stated that the link between developmental issues and women's issues became clearer with authentic data and the researches on the impact of development process of women's survival needs. She further stated that senior policy makers and planners needed to become sensitive to women's issues.

Speaking at the valedictory session Ms. Roma Mazumdar, Secretary, Department of Women and Child Development, explained the principal programmes and policies of her department. She said that the department had all along commissioned micro studies in several employment sectors which involved large number of women. This data has been instrumental in initiating programmes such as Support to Employment Programmes (STEP) for women.

Her Majesty, Madame Schoo, Ambassador for Netherlands, during the valedictory session indicated that the workshop was worthwhile at the personal, professional, national and international level, as it will help in the thinking process of formulating policy recommendations and developmental programmes for Indian Women.

At the conclusion of the workshop several important recommendations were made to the National Data Collecting Agencies. It was suggested that a multi-media campaign should be carried to improve the perception and awareness on the part of respondents—men and women, and the enumerators. A wide range of data on multiple activities of Indian women in rural and urban setting should be collected in order to formulate concrete policies concerning women's employment and developmental programmes on the basis of trend analysis of the labour force and changing structure of the work force in India.

Over 50 delegates from all over the country, attended the workshop at which 15 papers were presented.

Degree Course in Physical Planning

The School of Planning and Architecture, New Delhi (Deemed to be a University) proposes to introduce a 4-year Bachelor's Degree Course in Physical Planning from the Session 1989-90. The proposed programme is aimed at meeting the variety of emerging needs of Physical planning in the country.

The intake for the current year is 20 and the admission requirements would be a pass in Senior School Certificate Examination of the C.B.S.E., New Delhi or any other examination recognised as equivalent thereto with (a) General Science including chemistry at the 10th stage; and (b) 60 per cent of the aggregate marks or more in English (Core or Optional), Physics Mathematics, and one more optional subject in which the candidate has secured maximum marks at the 10+2 stage.

This new programme in Physical Planning has the full support of the Institute of Town Planners, India—the apex professional body for the discipline. The All India Council for Technical Education, a statutory body responsible for development of technical education in the country, and the Education Department of the Ministry of Human Resource Development, Government of India, have also accorded approval for institution of the programme.

Cambridge Nehru Centenary Scholarships

As part of the British Government's programme to increase the number of scholarships for Indians to study at British Universities, the British High Commission is reported to have announced that

the British Government, together with the Cambridge Commonwealth Trust, are instituting a number of prestigious scholarships at the University of Cambridge beginning in the next academic year to commemorate the centenary year of Jawaharlal Nehru. They will be known as Cambridge Nehru Centenary Scholarships.

The scholarships, to be awarded annually, will be for post-graduate study for those already having a first class Master's degree or for undergrduate study, leading to a B.A. The duration of the awards could be up to three years and the value will be substantial though it will take the means of the scholars into account.

The selection of scholars will be made by the Cambridge Commonwealth Trust in consultation with the Nehru Trust for Cambridge University.

UNESCO Commemorates Nehru

UNESCO proposes to institute an award in honour of Jawaharlal Nehru during the year of his birth centenary. Details of the award are however, yet to be finalised.

UNESCO, which is associating itself actively with Nehru's centenary celebrations, will organise an international seminar on "Nehru and the new world order" in Paris in September. A pictorial exhibition on Nehru is also proposed to be held at the UNESCO headquarters in Paris during this period and a symposium on Nehru and movements of liberation in the Third World will be organised by the Nehru Memorial Museum and Library in New Delhi in the course of the year.

UNESCO has also arranged for translation into Spanish of texts from three of Nehru's works —Autobiography, Glimpses of World History and Discovery of India.

A special commemorative coin will be brought out which will have Nehru's profile on one side and an inscription of his birth centenary together with the UNESCO logo on the other.

Educational Exchange Programme

The Shivaji University proposes to have a bilateral exchange programme in the field of education with Indiana University, College of Pennysilvania State University and University of Pennysilvania, Philedelphia. This was revealed by Dr. K.B. Pawar, Vice-Chancellor of the Univercity in Kolhapur recently.

According to him teachers, research scholars, and research students, would be eligible to participate in the exchange programme to study subjects like environment, statistics, geology, social sciences, business management, and business administration.

Inter Varsity Debate Contests on AIDS

The Association of Indian Universities, in collaboration with the Indian Council of Medical Research and Ministry of Health and Family Welfare, recently organised Inter University Debate Contests on the topic "In order to prevent the spread of AIDS a specific comprehensive legislation is necessary". The North Zone contest was held at the Panjab University, Chandigarh while the West Zone contest was organised at the Jodhpur University, Jodhpur.

In the North Zone contest 1 universities participated . Inaugu rating the contest Prof. R.H Bambah, the Vice Chancellor o the university, said that AIDS wa a disease with grave social, cultural and economic implications and al out efforts should be made to curt its incidence.

The debators highlighted tha the disease was caused by a deadl HIV virus and at present there was no cure for and no vaccination against the infection. All efforts to discover an antidote for AIDS have proved futile, they added.

The West Zone contest a which seventeen universities parti cipated was inaugurated by Justice R.N. Verma and presided over by Dr. S. Banerjee, Principal, Univer sity Medical College. The debators emphasised that spread of this immune deficiency and dreaded disease could only be terminated by creating a general awareness among the people by use of health education films on AIDS through television and in public places by slides, banners, hoardings and literature.

The first-four adjudged best in each of the two zones are asunder:

North Zone

(i) Ms. Jagdeep Kaur Kohli, Punjabi Univ., Patiala; (ii) Ms. Shakti Pathak, Kurukshetra Univ. Kurukshetra; (iii) Mr. Kanwalji Singh Asla, Punjabi Univ, Patiala; and (iv) Ms. Sumit Puri, Dayalbagh Educational Institute, Agra.

West Zone

(i) Mr. Arjun Nair, Goa Univ., Goa; (ii) Mr. L.M. Narainan, Marathwada Univ., Aurangabad; (iii) Ms. Sangeeta Modi, Bombay Univ., Bombay; and (iv) Mr. Anil Suri, Shivaji University, Kolhapur.

The winners would be invited to the National Debate Contest to be held at Jamia Millia Islamia New Delhi on September 26, 1989.

News from Agril. Varsities

Indo-US Dryland Programme

An Indo-US Collaborative esearch Programme for increas- g agricultural productivity of e drylands in the country has ecently been launched. More than s. four crore has been allocated om the US-India Fund for ducational, Cultural and Scienti- Cooperation to support dryland rming research which will be plemented through five major ojects to be operated at Indian ouncil for Agricultural Research stitute and State Agricultural niversities spread all over the untry. The grant documents in is regard were presented to Mr. ari Krishna Shastri, Union linister of State for Agricultural esearch and Education by the S Ambassador John R. Hubbard.

Speaking on the occasion, Mr. nastri underlined the immediate ed to make drylands significantly ore productive to build a more durable and progressively sustainable food security system in view of the growing population. He said. "more than 70 per cent of the arable land in India is currently rain-fed and depends on natural monsoon for crop production. Therefore, dryland research has been a priority area in our action plans to boost agricultural production. The present Indo-US programme is timely collaborative effort to improve dryland agriculture in India and would further streng then the bilateral relations between the two countries and their scientists".

Referring to the research on dryland agriculture as a priority area for Indo-US collaboration the US Ambassador observed, "India and the US have converging interests in increasing productivity in dryland areas due to the need to meet new food demands".

News from UGC

INSAT 1-B Programme of UGC

Between 8th September to 18th ptember, 1989 the following sche- le of telecast on higher education rough INSAT-1B under the aus- ces of the University Grants mmission will be observed. The ogramme is of one hour duration ery day from 12.45 p.m. to 1.45 m. (Repeated from 4 p.m. to p.m.) and will be available on TV Network throughout the untry. For the viewers in Delhi and surrounding areas these programmes can be seen on the second channel.

8.9.89

"NASA At Work—XIII : Fire to Space : The Story of Centaur"

"New Life for Old Books"

"Echo From the Hills"

9.9.89

"Pearl of Ceramics"
"Formation of Contract"
"Mail—2"

10.9.89

No Telecast

11.9.89

"The Beauty, The Beast and The Sir—II"
"Save Your Grain From Insects —1"

12.9.89

"The Basics : Oral Language Skills"
"Ayurveda Series—I : Silent Sentinels"
"Macro the Magician"

13.9.89

"Remote Sensing—Application and Technology"
"Uninscribed Coins of Andhra"
"Activity Rhythms of Mosquito"

14.9.89

"Diode—II : Supplementry Programme"
"Preparing Life Skills"

15.9.89

"NASA At Work—XIV : Life in the University Between Atoms & Stars"
"Fathomless Falklore"
"The Serene Sholas"

16.9.89

"Ziba Ceramic Ware"
"Modern Art"
"Music of North India—Amjad Ali Khan"

17-9-89

No Telecast

18-9-89

"The Beauty: The Beast and The Sir-III"
"Save Your Grain From Rodents-II"

Book Review

A USEFUL ADDITION

K.S. Chalam*

Amrik Singh and Sharma, G.D. Higher Education in India : The Institutional Context. Delhi, Konark Publishers, 1989. 364 p. Rs. 70.00

The book under review is an anthology of articles edited by two eminent educationists, Amrik Singh and G.D. Sharma. There are 19 papers in the volume which are again divided into 5 parts.

The core of the book addressed itself to the institutional context of higher education in India. But, it has gone beyond its scope and examined other issues also. Therefore, the book is a useful addition to the limited literature available on higher education in India.

Higher Education in India has a long history. The institutional structure had been laid much before the concept of a university was emerged in the Europe during the middle ages. However, the existing university system which is generally understood as the higher education in India, was influenced by the British tradition and later by the 'English' tradition. This system seems to have not learnt or derived its inspiration from the non-english speaking western higher education. Further, the foundation for the structure of the university system was laid in this country when Great Britain was passing from the feudal to the manufacturing stage of development. Therefore, it had contained many features of a feudal institution. The introduction of a feudal institution in a society which was known for its inegalitarian values and structure did not augur well as the later developments clearly testified. The Indian higher education system (with the exception of latest additions of market based quality institutions) has now further strengthened the feudal values rooted in the Indian tradition. The three important components of the system's structure, namely ; students, teachers and administrative wings reflected the feudal values even today. The influence of caste and creed even in the higher educational institutions of the metropolitan cities like Delhi reflects this. It appears that there is an increasing conflict between the modern sector introduced in recent years and the feudal structure that has been in vogue in the Indian education. This has been manifested in many forms in recent years. It is only in this context that one should analyse and understand higher education in India. The editors of the volume have carefully selected the papers to capture some aspects of the above phenomenon.

If one is inclined to rank the papers, the best part of the book is contained in part-2, 'The Academics'. There are four papers in this part. Amrik Singh has contributed 'The Last Two Decades', Arunkumar 'Teachers Today', J.S. Khanna 'A Note on Teacher Participation' and S.C. Dube 'Professional Values'. S.C. Dube's paper has touched upon the most important part of our education; the existing scholarship in higher education. He says that "Perceptive observers of the academic scene in the Third World have noticed that the academic in these countries suffers from what may be called a **captive mind syndrome** (Emphasis added). A mental decolonisation process has not seriously been taken in hand. Standards of scholarship are set by higher prestige centres of learning abroad and much of the Third World scholarship emulates it". This Cultural Imperialism, if one is found of the term, seems to have not inspired the indigenous and creative native-mind. Much of the research that is carried on in our higher learning institutions do not reflect the Indian context. This is true even in the case of the pedagogy followed in the institutions of higher learning. Therefore, S.C. Dube has hinted at the 'desired elements' of professional values for teachers. These elements include 'equality of creative expression', 'accent on rationality rather than on ritualism' etc. He has also indicated the leadership function of the teaching profession. Arunkumar's paper on teachers of contemporary education is specially written for this volume. He has analysed the work of an academic in the university system and lamented the emerging trend of sycophancy in the teaching profession. He has also raised the question of accountability and maintained that it should be academic accountability to the academic community only. The most elaborate paper on the academic situation in the country with factual information is contributed by one of the editors of the volume Amrik Singh. He has covered al

(*Continued on page* 19

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RESULTS OF INTER-UNIVERSITY TOURNAMENTS FOR THE YEAR 1988-89

GAMES PLAYED ON ALL INDIA BASIS

S. No.	Games	Venue (Org. Univ.)	Winner Univ.	Runners-UP Univ.	Winner of 3rd Place	Winner of 4th Place
1.	Athletics (M)	Calicut	Panjab	Calicut	Annamalai	—
2.	Athletics (W)	Calicut	Calicut	Mahatma-Gandhi	Kerala	—
3.	Boxing	Osmania	Osmania	Poona	HAU & Delhi (Joint)	—
4.	Cycling (M)	Punjabi	Punjabi	Delhi	Panjab	—
5.	Cycling (W)	Punjabi	Kerala	Punjabi	Delhi	—
6.	Gymnastics (M)	Kakatiya	Jiwaji	GNDU	Delhi	—
7.	Gymnastics (W)	Kakatiya	——————NOT HELD——————			
8.	Malkhambh	Kakatiya	Poona	Bombay	Shivaji	—
9.	Rowing (M)	Anna	Madras	Osmania	Poona	Calcutta
10.	Rowing (W)	Anna	Madras	Poona	Calcutta	Jadavpur
11.	Cross Country Races (M)	Mangalore	Delhi	Panjab	Mangalore	Mahatma-Gandhi
12.	Cross Country Races (W)	Mangalore	Delhi	Kerala	Calicut	Punjabi
13.	Swimming (M)	Madras	Kerala	Delhi	Gujarat	—
14.	Swimming (W)	Madras	Bombay	Kerala	Poona	—
15.	Water Polo	Madras	Poona	Calcutta	—	—
16.	Wrestling	HAU	HAU	Kurukshetra	GNDU	Meerut
17.	Weight Lifting & Best Physique	GNDU	GNDU	Panjab & Panjabi	Bharathidasan	—
18.	Ball Badminton (M)	Madras	Madras	Bharathidasan	Mysore	Nagarjuna
19.	Ball Badminton (W)	Madras	Kerala	Mahatma-Gandhi	Madras	Calicut
20.	Cricket (W)	Calcutta	Poona	Delhi	Osmania	Panjab
21.	Squash Rackets	Delhi	Delhi	Bombay	Pune	Rajasthan
22.	Tennis (W)	Mangalore	Bombay	Poona	Madras	Kerala
23.	Judo (M)	Delhi	Delhi	MDU & Pune	—	—
24.	Judo (W)	Delhi	GNDU	Delhi	Panjab	—

GAMES PLAYED ON TWO ZONE BASIS

S. No.	Games	Zone	Venue	Winner Univ.	Runners-Up Univ.	Losing Semi-Final	
						Lost to Winner	Lost to Runners
1.	Basketball (W)	North-East	Calcutta	Panjab	GNDU	Calcutta	Punjabi
		South-West	Banasthali	Kerala	Mysore	Bangalore	Bharthiar
		AIF	Banasthali	Mysore	Kerala	GNDU	Panjab
2.	Chess	North-East	L N. Mithila	Patna	Delhi	Utkal	—
		South-West	L.N. Mithila	Madras	Bombay	Marathwada	—
		AIF	L.N. Mithila	Madras	Bombay	Delhi	Patna
3.	Handball (M)	North-East	Panjab	Punjabi	HAU	Panjab	PAU
		South-West	Nagpur	Nagpur	Andhra	Kerala	Poona
		AIF	Panjab	Nagpur	Punjabi	Andhra	HAU
4.	Handball (W)	North-East	Panjab	Punjabi	Delhi	PAU	Jamia
		South-West	Nagpur	Kerala	Nagpur	Calicut	Rani-Durgawati
		AIF	Panjab	Nagpur	Kerala	Punjabi	Delhi
5.	Hockey (W)	North-East	Ranchi	GNDU	Panjab	Ranchi	Punjabi
		South-West	Ajmer	Mahatma-Gandhi	Kerala	Mysore	Rajasthan
		AIF	Ranchi	GNDU	Mahatma-Gandhi	Kerala	Panjab

1	2	3	4	5	6	7	8
6.	Kabaddi (W)	North-East	Punjabi	GNDU	Punjabi	MDU	Delhi
		South-West	Poona	Poona	Bombay	Shivaji	Nagpur
		AIF	Punjabi	GNDU	Punjabi	Bombay	Poona
7.	Kho-Kho (M)	North-East	CSA Agril.	Delhi	Punjabi	Panjab	CSA, Kanpur
		South-West	Agril. Scs. Bangalore	Poona	Shivaji	Bangalore	Marathwada
		AIF	Agril. Scs. Bangalore	Poona	Shivaji	Delhi	—
8.	Kho Kho (W)	North-East	Punjabi	Punjabi	GNDU	Delhi	Kashmir
		South-West	Gulbarga	Poona	Bangalore	Baroda	Nagpur
		AIF	Gulbarga	Poona	Bangalore	Punjabi	GNDU
9.	Tennis (M)	North-East	IIT, Kanpur	Delhi	Panjab	Lucknow	AMU
		South-West	Andhra	Madras	Anna	Bharathiar	Mysore
		AIF	Andhra	Madras	Anna	Panjab	—
10.	Volleyball (W)	North-East	Garhwal	Delhi	GNDU	Panjab	Ranchi
		South-West	Shivaji	Mahatma-Gandhi	Calicut	Rani-Durgawati	Madras
		AIF	Garhwal	Mahatma-Gandhi	Delhi	Calicut	GNDU

GAMES PLAYED ON FOUR-ZONE BASIS

1	2	3	4	5	6	7	8
1.	Badminton (M)	North	Delhi	GNDU	Delhi	Punjab	HPU
		South	Mysore	Calicut	Osmania	Kerala	Madras
		West	Devi-Ahilya	Devi-Ahilya	Bombay	Poona	Amravati
		East	Jadavpur	Calcutta	Utkal	Manipur	Jadavpur
		AIF	Jadavpur	Calicut	Osmania	Delhi	Utkal
2.	Badminton (W)	North	Delhi	Delhi	Garhwal	Panjab	MDU
		South	Mysore	Madras	Calicut	Osmania	Mahatma-Gandhi
		West	Devi Ahilya	Nagpur	Bombay	Devi-Ahilya	Poona
		East	Jadavpur	Javavpur	Burdwan	L.N. Mithila	Ravi Shankar
		AIF	Jadavpur	Calicut	Madras	Bombay	Nagpur
3.	Basketball (M)	North	Jamia	Jamia	Delhi	Punjabi	AMU
		East	Calcutta	Calcutta	Utkal	Beharmpur	Gorakhpur
		West	Baroda	Ajmer	Bombay	Baroda	Gujarat
		South	Calicut	Madras	Mahatma Gandhi	Calicut	Bangalore
		AIF	Baroda	Ajmer	Delhi	Madras	Bombay
4.	Cricket (M)	North	Delhi	Delhi	GNDU	Jamia	AMU
		East	Utkal	Utkal	Calcutta	Ravi-Shankar	Jadavpur
		West	Rajasthan	Bombay	Rajasthan	Shivaji	Gujarat
		South	Osmania	Bangalore	Osmania	Madras	Anna
		AIF	Rajasthan	GNDU	Delhi	Bombay	Rajasthan
5.	Football	North	Delhi	Panjab	GNDU	Kurukshetra	Delhi
		East	Patna	Burdwan	Patna	Calcutta	Manipur
		South	Kerala	Mahatma Gandhi	Kerala	Madras	—
		West	Agril. GOA	GOA	Rani Durgawati	Bombay	Jiwaji
		AIF	GOA	GOA	Panjab	Burdwan	Patna

1	2	3	4	5	6	7	8
6.	Hockey (M)	North	Kurukshetra	Kurukshetra	PAU	Punjabi	Panjab
		East	Banaras	BHU	Ranchi	Sambalpur	Guru Ghasi Das
		South	Sri Krishna-devaraya	Bangalore	Madras	Mangalore	Madurai-Kamaraj
		West	Dr. H.S. Gour	H S. Gour	Jiwaji	Bombay	Devi Ahilya
		AIF	H.S Gour	H.S. Gour	Bangalore	PAU	Jiwaji
7.	Kabaddi (M)	North	CSA Agril.	Kurukshetra	GNDU	Panjab	Meerut
		East	Burdwan	Burdwan	APS, Rewa	BHU	Ravi Snankar
		South	Kevempu	Kerala	Madras	Mangalore	Mahatma Gandhi
		West	Poona	Shivaji	Poona	Bombay	Marathwada
		AIF	Burdwan	Kurukshetra	Burdwan	Madras	Kerala
8.	Table Tennis (M)	North	Jammu	Delhi	GNDU	Jammu	HPU
		East	Magadh	North-Bengal	Ravi Shankar	Manipur	Calcutta
		South	Anna	Anna	Calicut	Mysore	Bangalore
		West	Amravati	Bombay	Devi Ahilya	Poona	Marathwada
		AIF	Jammu	Delhi	Calicut	Bombay	Devi Ahilya
9.	Table Tennis (W)	North	Jammu	Delhi	Panjab	Jammu	GNDU
		East	Magadh	Gauhati	NEHU	Dibrugarh	Utkal
		South	Anna	Madras	JNTU	Kerala	Osmania
		West	Amravati	Bombay	Shivaji	Banasthali	Nagpur
		AIF	Jammu	Delhi	Madras	Bombay	Shivaji
10.	Volleyball (M)	North	N.D. Agril.	Delhi	Allahabad	AMU	Kurukshetra
		East	Guru Ghasidas	Kashi Vidya-peeth	L N. Mithila	Ravi Shankar	Ranchi
		South	Calicut	Calicut	Mahatma Gandhi	Kerala	Madras
		West	Sardar Patel	Nagpur	Rajasthan	Jiwaji	Amravati
		AIF	N D. Agril.	Delhi	Calicut	Allahabad	Mahatma Gandhi

A USEFUL ADDITION

(*Continued from page* 16)

he important trends in the higher ducation system that have merged during the last two ecades. He has started with ie issue of revision of scales f pay and the role of teachers' rganisations in exerting pressure n the Government. He has also aintained that the recruitment to the profession in the 50s and Os was substandard. He has dicated that the so-called Apex ody proposed in the NPE should ndertake the responsibility of aintaining not only a pool of lent but also a balanced distribu-on of the talent among different ctors with better scales of pay. is not clear why a special article 'Teacher Participation' is con-buted to this part by J.S. anna and the relationship between the content of the article and the main theme of the volume.

There are also some good papers in the remaining parts of the volume. Rais Ahmed's paper on 'The Pursuit of Excellence', M.S. Gore's 'Decision Making : A Framework of Analysis', Bikas C. Sanyal's paper on 'Unemployment Amongst Graduates' contain very useful material and analyses. The last part of the book 'Towards Productivity' contains some old papers which seem to have not been revised for this volume.

Some of the issues that have been raised in the book are contemporary and therefore deserve a thorough discussion. For instance, the relevance of excellence in a third world underdeveloped country which failed to cross the minimum literacy rate of 40 percent in 40 years of independence, the concept of excellence in relation to the concept of equality of opportunity with limited resources the measure of excellence in relation to outmoded and irrelevant curriculum, etc. are some important issues that will continue to attract the attention of educationists in the years to come. The Governance of Universities in the context of hiring and firing of Vice-Chancellors, the Power Structure of the University System, etc. are good pieces of writing that are found in this volume. Dr. G.D. Sharma's introduction to the volume is very exhaustive and pertinent to the title of the volume.

The book serves as a very good reading material for the participants of the orientation programmes of the Academic Staff Colleges. The price of the book is affordable.

AIU Library & Documentation Services

One of the important functions of the Association of Indian Universities is to act as a clearing house of information on higher education in the country. Towards this end the AIU Library is engaged in collection building and developing instruments for the dissemination of research information. Over the years a valuable collection of books and documents on different aspects of higher education has been acquired.

The Library has also developed Bibliography of Doctoral Dissertation as an effective tool in the dissemination of research information. Retrospective bibliographies covering the period 1857-1970 and 1970-75 were the first to appear. Effective 1975, however, the bibliography is issued annually in two volumes. One volume deals with Natural and Applied Sciences while the other records doctoral degrees awarded in Social Sciences and the Humanities. In addition to the normal bibliographical details like the name of the Research Scholar, the title of the thesis, years of registration for and award of the degree, and the name of the University accepting the thesis for award of a doctoral degree, the bibliography also gives name and complete address of the supervising teacher and an availability note that seeks to inform whether a copy of the dissertation is available for consultation and use in the University Library/Department or Registrar's Office.

The columns 'Theses of the Month' and 'Research in Progress' are intended to cut out the time lag between the receipt of information and its inclusion in bibliography. Such Universities as are not sending us regular information in respect of Doctoral Theses accepted and research scholars enrolled are welcome to make use of these columns

- The Library is open from 9.00 a.m. to 5.30 p.m. Monday through Friday.

CURRENT DOCUMENTATION IN EDUCATION

A List of Select Articles culled from Periodicals received in the AIU Library during August, 1989.

EDUCATIONAL PHILOSOPHY

Astin, Alexander W. Moral messages of the university. *Edni Record* 70(2), 1989, 22-25.

Raina, V.K. The methodology of value development. *J Indian Edn* 14(3), 1988, 25-8

EDUCATIONAL PSYCHOLOGY

Webb, Noreen M. Peer interaction and learning in small groups. *Intl J Edni Res* 13(1), 1989, 21-39.

EDUCATIONAL SOCIOLOGY

Acharya, Poromesh. Education and communal politics in Bengal : A case study. *Eco Pol Weekly* 24(30), 1989, PE-81-90.

Savari Raj, G.A. Operation Network : A model of education for social change. *New Frontiers Edn* 19(1), 1989, 20-23.

Small, Mary Jo. The guardians of Heloise ? Sexual harassment in higher education. *Edni Record* 70(2), 1989. 42-45.

EDUCATIONAL POLICY & PLANNING

Srivastava, Ranjana. Long term educational planning : Implications for state level educational planning and management. *Edn Q* XL(2). 1988, 27-30.

EDUCATIONAL ADMINISTRATION

Altbach, Philip G. The new internationalism : Foreign students and scholars. *Studies Hr Edn* 14(2), 1989, 125-36.

Bhagia, N.M. and others. Role performance of heads of colleges. *New Frontiers Edn* 19(1), 1989, 115-20.

Krukowski, Jan and Woodward, Wickam. Split image : A tale of two colleges. *The Coll Bd Rev* (151), 1989, 18-23, 37-39.

TEACHERS & TEACHING

Brisson, Jean-Francois. Profiles of Educators. *Prospects* 18(4), 1988, 569-74.

Oisboid, Dean M and others. Capturing teachers' decision-making policies using a micro-computer simulation. *Computers Edn* 13(2), 1989, 147-55.

Singh, R.P. Teacher awards : A note on its History. *The Edn Q* XL(3), 1988, 21-25.

Stones, Edgar. Pedagogical studies in the theory and practice of teacher education. *Oxford Rev Edn* 15(1), 1989, 3-15.

Trachtenberg, Stephen Joel. Teacher competency : How do we assess it ? *Coll Bd Rev* (149), 1988, 24.27.

EDUCATIONAL RESEARCH

Budd, John M. A bibliometric analysis of higher education literature. *Res Hr Edn* 28(2), 1988, 180-90.

Vichland, Dennis W and Plucker, Frank E. Professional velopment for institutional research : A descriptive profile academic programs and analysis of curriculum. *Res Hr Edn* (1), 1988, 3-16.

EDUCATIONAL TECHNOLOGY

Behera, Suresh Chandra and Panda, Rajashree. Educa-nal television programmes for children under INSAT : An aluative study. *J. Indian Edn* 14(3), 1988, 29-36.

EDUCATIONAL EVALUATION

Alexandar, Patricia Anand Judy, Judith B. The interaction domain-specific and strategic knowledge in academic per-rmance *Rev Ednl Res* 58(4), 1988, 375-404.

Baird, Leonard L. A map of postsecondary assessment. *es Hr Edn* 28(2), 1988, 99-115.

Crooks, Terence J. The impact of classroom evaluation actices on students. *Rev Ednl Res* 58(4), 1988, 438-81.

Ott, Mary Diederich. An analysis of predictors of early ademic dismissal. *Res Hr Edn* 28(1), 1988, 34 48.

Terry, Roger L. and Mcintosh, David E. Do students' pectancies affects their course evaluations ? *Ednl Pay easurement* 48(3), 1988, 787-98.

Thompson. Gerald E. Difficulties in interpreting course valuations : Some bayesian insights. *Res Hr Edn* 28(3), 1988. 17-22.

Wiseman, Richard L. and others. Predicting academic uccess for disabled students in higher education. *Res Hr Edn* 8(3), 1988, 255-69.

ECONOMICS OF EDUCATION

Elliott, Donald S. and others. Measuring the economic mpact of institutions of higher education. *Res Hr Edn* 28(1), 988, 17-33.

Lawma, T. Earning-occupation-education inter-relations : A case study of North-Esst India. *Manpower Journal* XXII(1), 986, 1-28.

Muller, Thomas E and Sepehri. Vera A. Corporate support f higher education : Trends in Canada and the United States. *es Hr Edn* 28(2), 1988, 160-79.

Prabhakaran Nair, D. Some economic aspects of higher education in Kerala. *Manpower Journal* XXII(2), 1986, 15-20.

Tsang, Mun C. Cost analysis for educational policy making: A review of cost studies in education in developiag countrieg. *Rev Ednl Res* 58(2), 1988, 181-230.

SCIENCE EDUCATION

Eylon, Bat-Sheva and Linn, Marcia C. Learning and instruction : An examination of four research perspectives in Science education. *Rev Ednl Res* 58(3), 1988, 251-301.

VOCATIONAL EDUCATION

Moreno, Maria Luisa Rodriguez. The integration of careers education in the school curriculum. *Prospects* 18(4), 1988, 505-13.

Sengupta, P.R. New approach to vocational and technical education. *Yojana* 33(8). 1989, 4-8, 28.

ADULT EDUCATION

Woodrow, Maggie. The access course route to higher education. *Hr Edn Q* 42(4), 1988, 317-34.

DISTANCE EDUCATION

Bell, Bob. Education for adults (E355) : An open University case study. *Open Learning* 4(1). 1989, 38-40.

Hamilton, James L. Using satellite technology for educational program delivery : The Iowa experience. *American J. Distance Edn* 3(1), 1989, 61-3.

Taylor, James and White, Vernon J. Why Distance Education ? *New Frontiers Edn* 19(1), 1989, 39-48.

COMPARATIVE EDUCATION & COUNTRY STUDIES

Altbach, Phllip G. Twisted roots : The western impact on Asian higher education. *Hr Edn* 18(1), 1989, 9-29.

Khullar, K.K. Four decades of education. *Yojana* 33(8), 1989. 12-14.

Trow, Martin. American higher education—past, present and future. *Studies Hr Edn* 14(1), 1989, 5-22.

THESES OF THE MONTH

A List of Doctoral Theses Accepted by Indian Universities

BIOLOGICAL SCIENCES

Anthropology

1. Dey, Sruti Kona. *Black and red ware of Ahar and Brahmagiri : A metrical study of variability.* Delhi.
2. Hema Latha, G. *Dermatoglyphic study of mentally retarded children.* Delhi.
3. Shahida. *Social regulation of fertility among the Muslims of Hubli.* Karnatak. Dr. (Mrs) Prabha Mahale, Department of Studies in Anthropology, Karnatak University, Dharwad.
4. Sharma, Arun. *Studies on isoenzymes of forensic importance in body fluid stains and tissues.* Panjab.

Criminology & Forensic Sciences

1. Shukla, Neelima. *Phytochemical investigation of some Gardenia plants.* HS Gour. Dr. D.K. Mukharya, Reader, Department of Crime and Forensic Science, Dr. Harisingh Gour Vishwavidyalaya, Sagar.

Environmental Biology

1. Hara Prasad, V. *Studies on pollutant emission pattern from some indoor combustion devices burning liquid and gaseous fuels.* JUN.

Biology

1. Babu, C.A. *Studies on air pollution meteorology with special reference to Madras City.* Cochin. Dr. D.V. Viswanatham, Formerly Lecturer, and Dr. H.S. Ram Mohan, Reader, School of Marine Sciences, Cochin University of Science and Technology, Cochin.
2. Balusamy, P. *Hydrobiological studies of Muthupet Estuary.* Bharathidasan.
3. Jalajakumar, V.S. *Parasite distribution and histopathological studies on certain commercially important fishes*

of Cochin Area. CUST. Dr. V.J. Kuttyamma, Reader, School of Marine Sciences, Cochin University of Science and Technology, Cochin

4. Joseph, K.J. *Studies on some aspects of phytoplankton* CUST. Dr. P.V. Ramachandran Nair, Formerly Senior Scientist, Central Marine Fisheries Research Institute, Cochin.

5. Kumar, V. *Ecology distribution and systematics of recent benthic foraminifera from the Palk Bay, off Rameswaram, Tamil Nadu.* Bhararthidasan.

6. Suneela, S.S. *Studies on the climatological aspects of air pollution potenlial over Trivandrum.* CUST. Dr. D.V. Viswanatham, Formerly Lecturer, and Dr. H.S. Rammohan Reader, School of Marine Sciences, Cochin University of Science and Technology, Cochin.

Biochemistry

1. Anuradha Kumar. *Nonenzymatic glycosylation of proteins—Studies on chemical and clinical aspects.* Mangalore. Dr. T.N. Pattabhiraman, Prof. and Director of Postgraduate Studies, Department of Biochemistry, Kasturba Medical College, Manipal.

2. Awasthi, Sita. *Studies on the role of active oxygen species in biochemical toxicology of xenobiotics.* Devi Abilya. Dr. R. Bharadwaj, Department of Biochemistry, Devi Ahilya Vishwavidyalaya, Indore.

3. Das, Tanya. *Biochemical studies on fatty acid binding proteins during human embryogenesis.* Calcutta.

4, Mathai, K.J. *Effect of nutritional deficiencies in the pre and post weaning period on enzymes of carbohydrate metabolism in brain.* Baroda.

5. Mehta, Alaka Anil. *Studies on protein and amino acid metabolism in the hypoproteinemic states of childhood.* Baroda.

6. Shahare, C.B. *Biomonitoring of oxides of nitrogen and ozone by using Spinacia oleracea and Trigonella foenum—graecum in the presence and absence of nitrogenous fertiliser with respect of certain biochemical and physiological changes.* JNU.

7. Surpaneni Sai Annapurna. *Studies on proteinase inbibitor from Jack fruit seeds. Artocarpus integrifolia Hook F.* Andhra.

Microbiology

1. Mody, Rustom Sorab. *Studies on photobiological effects of far ultraviolet radiation on Escherichia coli.* Baroda.

2. Saxena, Babita Kunwar Bahadur. *Studies on some biochemical aspects of nitrogen fixation in Azospirillum lipoferom strain D-2.* Baroda.

Botany

1. Abraham, Jacob N. *Aerobiological studies of Bangalore East with particular reference to aeroallergens and their role in allergies.* Bangalore, Dr. Shripad N. Agashe, Department of Botany, Bangalore University, Bangalore.

2. Chauhan, Reeta. *Population dynamics of insects in the outskirts of Shimla with the help of light trap.* HPU.

3. Balakrishna Murthy, Sanka. *Effects of pollution on macroalgae of Visakhapatnam Coast.* Andhra.

4. Deshmukh, Sharad Sahebrao. *Studies on rust disease of pearl millet with reference to economic losses and management.* Marathwada Agrl. Dr. C D. Mayee, Prof, Department of Plant Pathology, College of Agriculture, Parbhani.

5. Dhar, Krishna. *Tissue culture of Chrysanthemum cineraraefolium Vis with special reference to pyrethrin synthesis in callus cultures.* Calcutta.

6. Janaki, Pothaprogada Sita. *Cytogenetic studies on some teloaneuploids of pearl millet, Pennisetum americanum (L) Leeke.* Andhra.

7. Jasrai, Yogesh Trilokinath. *Some physiological and biochemical changes during epiphyllous bud outgrowth in Kalanchoe mortagei.* Baroda.

8 Joseph. John. *Chemical ond taxonomic studies in Scrophulariaceae and some allied taxa.* Baroda.

9. Mangalan, S. *Chemosystematics of some selected taxa of Caryophyllales.* Baroda.

10. Naik, Sharad. *Studies on the inheritance of resistance to diseases : Fusarial wilt, powdery mildew and rust in linseed.* Devi Ahilya. Dr. Y.M. Upadhyay, Prakash Nagar, Indore.

11. Nandwal. Ajit Singh. *Physiological studies on pigeon pea Gajanus cajan L. under water strews.* HAU.

12. Narsi Ram. *Effect of waterlogging and gibberellic acid on growth, development and nitrogen metabolism of chickpea, Cicer arietinum L. and peanut, Arachis hypogae L.* HAU.

13. Paul, Satish. *Cytological analysis of some wheat-rye substitution lines derived from triticale x wheat hybridization.* HP Krishi, Dr. G S. Sethi, Department of Plant Breeding and Genetics, Himachal Pradesh Krishi Vishwavidyalaya, Palampur.

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